

# Support System Shuffle

Respectful Relationships

To increase student understanding of support services, improve their help-seeking skills, and build confidence in supporting themselves and others during relationship challenges.



## Learning Intentions

**Students learn to identify when someone may need help in a relationship.**

This builds awareness of warning signs and strengthens empathy toward others in difficult situations.

**Students become familiar with where and how to seek help.**

This helps students develop familiarity with support networks and how to access them.

**Students practise supporting a peer in need.**

This promotes confidence in being an active and supportive friend.



## Success Criteria

### Recognition:

Students can recognise red flags and warning signs in peer and dating relationships.

### Action:

Students can choose appropriate help-seeking strategies and support services.

### Empathy:

Students can explain how they would support a peer with care, respect, and confidence.



# Support System Shuffle

## Respectful Relationships

**Objective:**

To increase student understanding of support services, improve their help-seeking skills, and build confidence in supporting themselves and others during relationship challenges.

**Players:**

Whole class activity in rotating small groups of 3 - 4 students.

**Materials:**

- Scenario sheet for each Support Station (found in PDF resource tab)
- Posters or large paper for the class Help-Seeking Wall
- Coloured pencils and sticky notes

**Setup:**

Split your class into small groups and assign each group their first Support Station. Designate four to six "Support Stations" around the room, each with a printed scenario involving a tricky or unsafe relationship issue and the key prompting questions:

1. What are the warning signs?
2. What would you say or do?
3. Is it right or wrong? What advice would you give?
4. What support service or person could help?

**Activity:****1. Station shuffle**

Split your class into small groups. Groups rotate through the stations, spending about 4 - 5 minutes at each station (you know your students best, if they need more time, give them more time).

**2. Analyse and respond**

At each station, the group will discuss the scenario and then:

- Identify the signs that something may be wrong
- Decide what a caring friend might say or do
- Choose a support strategy (e.g. talking to a school wellbeing officer, Kids Helpline, family member, coach)

**3. Build the help-seeking walls**

As groups rotate through each station, ask them to write each support option they came up with on a sticky note and stick it onto the wall next to the scenario sheet to create a series of "Help-Seeking Walls." They can also add another sticky note to add in anything they wish to comment on about the scenario, pieces of advice from peers are a great way to share information, explain to the class that they might never know if someone else in their class is experiencing something similar and this is their chance to help silently.

**4. Debrief together**

Discuss as a whole class:

- What support options were most common?
- Were there any surprising or new strategies you hadn't thought of before?
- How can we normalise asking for help?

# Support System Shuffle

# Respectful Relationships

## Reflection prompts:

- How do you know when someone is struggling in a relationship?
- What can make asking for help feel hard, and how can we make it easier?
- How can we be a safe support for others?

## Winning the game:

This is not a competitive activity. The win comes from building understanding, growing confidence in accessing support, and creating a strong safety network within the group.

## Additional notes:

This game is a powerful lead-in or follow-up to games like *Who's In Your Circle?*, *Worry Web*, or *Power Play Scenarios*. Reinforce that students are never alone, there are always people and services ready to help.



# SUPPORT SYSTEM SHUFFLE

## THE OVERWHELMED FRIEND

YOUR FRIEND TELLS YOU THEY'RE EXHAUSTED, FAILING CLASSES, AND DON'T SEE THE POINT OF TRYING ANYMORE. THEY START SKIPPING SCHOOL MORE OFTEN AND SEEM DOWN MOST DAYS. WHEN YOU ASK IF THEY'VE TOLD ANYONE, THEY SAY, "IT WOULDN'T MAKE A DIFFERENCE ANYWAY."



### PROMPTS:

- WHAT ARE THE WARNING SIGNS?
- WHAT WOULD YOU SAY OR DO?
- IS IT RIGHT OR WRONG? WHAT ADVICE WOULD YOU GIVE?
- WHAT SUPPORT SERVICE OR PERSON COULD HELP?



# SUPPORT SYSTEM SHUFFLE

## ONLINE HUMILIATION

SOMEONE IN YOUR CLASS CREATES A GROUP CHAT AND STARTS POSTING EMBARRASSING PHOTOS OF ANOTHER STUDENT. PEOPLE BEGIN REACTING WITH LAUGHING EMOJIS, AND EVEN THOUGH IT FEELS WRONG, YOU NOTICE THAT NOBODY IS SAYING ANYTHING TO STOP IT. YOU WONDER IF YOU SHOULD SPEAK UP OR STAY OUT OF IT.



### PROMPTS:

- WHAT ARE THE WARNING SIGNS?
- WHAT WOULD YOU SAY OR DO?
- IS IT RIGHT OR WRONG? WHAT ADVICE WOULD YOU GIVE?
- WHAT SUPPORT SERVICE OR PERSON COULD HELP?



# SUPPORT SYSTEM SHUFFLE

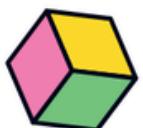
## PEER PRESSURE TO FIT IN

DURING A WEEKEND HANGOUT, YOUR GROUP STARTS VAPING AND ENCOURAGES YOU TO JOIN IN. YOU SAY NO, BUT ONE OF THEM LAUGHS AND SAYS, "COME ON, DON'T BE BORING." YOU FEEL TORN. YOU DON'T WANT TO LOSE FRIENDS, BUT YOU ALSO DON'T WANT TO DO SOMETHING YOU'RE UNCOMFORTABLE WITH.



### PROMPTS:

- WHAT ARE THE WARNING SIGNS?
- WHAT WOULD YOU SAY OR DO?
- IS IT RIGHT OR WRONG? WHAT ADVICE WOULD YOU GIVE?
- WHAT SUPPORT SERVICE OR PERSON COULD HELP?



# SUPPORT SYSTEM SHUFFLE

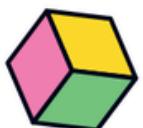
## UNSAFE SECRETS

A CLASSMATE YOU DON'T KNOW VERY WELL TELLS YOU PRIVATELY THAT THEY FEEL UNSAFE AT HOME AND ASKS YOU NOT TO TELL ANYONE. THEY LOOK SCARED AND BEG YOU TO PROMISE YOU WON'T REPEAT WHAT THEY SAID. YOU DON'T WANT TO BREAK THEIR TRUST, BUT YOU ALSO DON'T FEEL OKAY KEEPING IT TO YOURSELF.



### PROMPTS:

- WHAT ARE THE WARNING SIGNS?
- WHAT WOULD YOU SAY OR DO?
- IS IT RIGHT OR WRONG? WHAT ADVICE WOULD YOU GIVE?
- WHAT SUPPORT SERVICE OR PERSON COULD HELP?



# SUPPORT SYSTEM SHUFFLE

## THE FRIEND WHO DISAPPEARED

YOU'VE NOTICED YOUR BEST FRIEND HAS STOPPED HANGING OUT WITH THE GROUP AND AVOIDS ANSWERING MESSAGES. WHEN YOU DO SEE THEM AT SCHOOL, THEY SEEM WITHDRAWN, TIRED, AND ON EDGE. YOU'RE NOT SURE IF SOMETHING HAPPENED OR IF THEY JUST NEED SPACE, BUT YOU'RE WORRIED ABOUT THEM.



### PROMPTS:

- WHAT ARE THE WARNING SIGNS?
- WHAT WOULD YOU SAY OR DO?
- IS IT RIGHT OR WRONG? WHAT ADVICE WOULD YOU GIVE?
- WHAT SUPPORT SERVICE OR PERSON COULD HELP?



# SUPPORT SYSTEM SHUFFLE

## THE CONTROLLING PARTNER

EVERY TIME YOU HANG OUT WITH YOUR FRIENDSHIP GROUP, YOU NOTICE YOUR FRIEND'S PARTNER CHECKS THEIR PHONE CONSTANTLY AND MAKES COMMENTS ABOUT WHO THEY'RE MESSAGING. YOUR FRIEND ALWAYS REPLIES DEFENSIVELY BUT NEVER ASKS THEIR PARTNER TO STOP. THEY TRUST THEIR PARTNER AND SAY, "IT'S JUST HOW THEY SHOW THEY CARE," BUT YOU CAN TELL IT'S CAUSING STRESS AND SELF-DOUBT.



### PROMPTS:

- WHAT ARE THE WARNING SIGNS?
- WHAT WOULD YOU SAY OR DO?
- IS IT RIGHT OR WRONG? WHAT ADVICE WOULD YOU GIVE?
- WHAT SUPPORT SERVICE OR PERSON COULD HELP?

